
Title I Comprehensive Schoolwide Plan
TRADEWINDS MIDDLE SCHOOL (2781)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall proficiency rate for grade 6 – 8 scored PM–1 at 53% compared to PM 2–55 % with a 2% increase. Increase student achievement in ELA/Reading in grades 6 – 8. Increase subgroups' achievement and gains in ELA/Reading in grades 6 – 8. Increase proficiency by 5% in all subgroups. Lowest 25% will make 1 years' growth

2. List the root causes for the needs assessment statements you prioritized.

Teachers need to implement aggressive progress monitoring to ensure all student needs are met. Teachers need additional support on implementing Data driven/standards-based lesson planning. Teachers need additional support in providing differentiated/small group instruction for all learners. Classroom engagement strategies are under-utilized across content areas. Students do not see themselves reflected in texts, materials, and activities. Parents/guardians are unsure of how to best support their child at home to improve/enrich literacy skills.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in District trainings that provides best practices for differentiated instruction in content areas. Teachers will have the opportunities to observe peer teachers. Support teachers in developing understanding of standards and strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for ELL, ESE, and struggling students. Implement an adaptive technology to enrichment students in (level 3 - 5) . Invite Equity and Access district team to present during professional development on culturally relevant teaching. Provide Cultural Awareness training opportunities for teachers to learn skills to understand the different cultures of our students. Provide opportunities for parents/guardians to participate in trainings that offer support as they work with their students beyond the school day. Increase parent/guardian engagement by utilizing the Title I Liaison contact. Extended Learning Opportunities (Tutorials before and after school). Cultural Awareness training Summer Collegial Planning

4. How will school strengthen the PFEP to support ELA?

- Communication

Parent conferences and callouts to parents that focus on ELA. Provide monthly academic updates on Reading Plus, USA and the assessments by cycle.

- Parent Training

Parent University - Trainings on literacy strategies, Khan Academy, Reading Plus and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- Students

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the "BUCs HOUSE RULES", and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school's dress code policy. Give my parent/guardian all notices and information received by me from the school.

- Parents

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings. Stay informed about my student's education and communicate with school. Volunteer or assist the school whenever possible.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- Accessibility

Provide CLF assistance during meetings and translation as needed for parents.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall proficiency rate for grade 6 – 8 scored PM 1– 32% compared to PM 2– 45% with a +13% increase. Increase achievement and gains in Math in grades 6 – 8. Increase subgroups' achievement and gains in Math in grades 6 – 8. Increase proficiency by 5% in all subgroups. Lowest 25% will make 1 years' growth

2. List the root causes for the needs assessment statements you prioritized.

Teachers need to implement aggressive progress monitoring to ensure all student needs are met. Teachers need additional support on implementing Data driven/standards-based lesson planning. Teachers need additional support in providing differentiated/small group instruction for all learners. Classroom engagement strategies are under-utilized across content areas. Students do not see themselves reflected in texts, materials, and activities. Parents/guardians are unsure of how to best support their child at home to improve/enrich math skills.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in District trainings that provides best practices for differentiated instruction in content areas. Teachers will have the opportunities to observe peer teachers. Teachers will participate in summer collegial planning to increase their pedagogy with Math curriculum. Support teachers in developing understanding of standards and strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for ELL, ESE, and struggling students. Implement an adaptive technology to enrichment students in (level 3 - 5). Invite Equity and Access district team to present during professional development on culturally relevant teaching. Provide Cultural Awareness training opportunities for teachers to learn skills to understand the different cultures of our students. Provide opportunities for parents/guardians to participate in trainings that offer support as they work with their students beyond the school day. Increase parent/guardian engagement by utilizing the Title I Liaison contact. Extended Learning Opportunities (Tutorials before and after school). Cultural Awareness training Summer Collegial Planning

4. How will school strengthen the PFEP to support Math?

- Communication

Parent conferences and callouts to parents that focus on Math Provide monthly IXL updates Provide updates on Math 6 - 8 USA and assessments by unit

- Parent Training

Parent University - Trainings on Math strategies, Khan Academy, IXL and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- **Students**

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the "BUCs HOUSE RULES", and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school's dress code policy. Give my parent/guardian all notices and information received by me from the school.

- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings. Stay informed about my student's education and communicate with school. Volunteer or assist the school whenever possible.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall proficiency rate for grade 8 scored 16% on FY24 Winter Diagnostics compared to 23 % on the FY23 F.C.A.T. assessment with -7% decrease. Low Reading Level: Students are not reading on grade-level and finding difficulty reading text. Instructional Quality: Science teachers must utilize tailored standards-based planning

2. List the root causes for the needs assessment statements you prioritized.

Student need more practice with tested benchmark. Aggressive progress monitoring. Lack of student engagement, need for data driven/standards-based lessons, aggressive monitoring, grade-level rigorous content. Students need to understand their targeted score/levels. Incorporate effective practices/differentiated instruction. Increasing teacher pedagogy

3. Share possible solutions that address the root causes.

Small group instruction for subgroups. Differentiated instruction for all learners. Infuse remedial instructional practices to address achievement gaps. Professional Development and Professional Learning Communities will focus on instructional best practices. Grade-level standards-based content activities. AVID, CRIS and CLS (teacher modeling of strategies and student independent practice) Extended learning opportunities (Tutoring). Student will receive practice time with Adaptive technology. Data chats. Cultural Awareness training Summer Collegial Planning

4. How will school strengthen the PFEP to support Science?

• Communication

Parent conferences and callouts to parents that focus on Science. Provide parents with information regarding Study Island. Provide updates on NGSSS/USAs by cycle.

- Parent Training

Parent University - Trainings on literacy strategies, Study Island and other Science academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- Students

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the "BUCs HOUSE RULES", and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school's dress code policy. Give my parent/guardian all notices and information received by me from the school.

- Parents

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings. Stay informed about my student's education and communicate with school. Volunteer or assist the school whenever possible.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall proficiency rate for grade 7 scored 38% on FY24 Winter Diagnostics compared to 50 % on the FY23 F.A.S.T. assessment with a -12% decrease.

2. List the root causes for the needs assessment statements you prioritized.

Aggressive progress monitoring. Teachers are not effectively reaching students instructionally. Students need to know their targeted score/levels. Incorporate effective practices/differentiated instruction. Increasing teacher pedagogy. Teachers need to understand the cultures of all students. Low Reading Level: Civics teachers lack training to address the needs of students are not reading on grade-level and finding difficulty reading text. Instructional Quality: Civics teachers lack utilize tailored standards-based planning

3. Share possible solutions that address the root causes.

Differentiated instruction for all learners. Adaptive technology for enrichment (level 3 - 5) Small group instruction for subgroups. Professional Development and Professional Learning Communities will focus on instructional best practices. Collaboration of best instructional practices within grade level. Student data chats. Grade-level standards-based content activities. Extended learning opportunities (Tutoring). Cultural Awareness training. Summer Collegial Planning

4. How will school strengthen the PFEP to support Social Studies?

- Communication

Parent conferences and callouts to parents that focus on Civics. Provide updates on district assessment data.

- Parent Training

Parent University - Trainings on Civics strategies, Reading Plus and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations. Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- Students

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the “BUCs HOUSE RULES”, and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school’s dress code policy. Give my parent/guardian all notices and information received by me from the school.

- Parents

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings. Stay informed about my student’s education and communicate with school. Volunteer or assist the school whenever possible.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- Accessibility

Provide CLF assistance during meetings and translation as needed for parents.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall proficiency rate for Algebra I 16% Overall proficiency rate for Geometry 92% Increase student achievement in Algebra I and Geometry Increase subgroups’ achievement and gains Increase proficiency by 10% in all subgroups. Lowest 25% will make 1 years’ growth

2. List the root causes for the needs assessment statements you prioritized.

Incorporate effective practice strategies in instruction. Teacher-centered versus student-centered. Aggressive progress monitoring. Data driven/standards-based lesson planning. Test taking strategies for teachers and students.

3. Share possible solutions that address the root causes.

Differentiated instruction for all learners. Small group instruction for subgroups. Professional Development and Professional Learning Communities will focus on instructional best practices. Collaboration of best instructional practices within grade level. Grade-level standards-based content activities.

4. How will school strengthen the PFEP to support Acceleration Success?

- Communication

Provide information on the importance of acceleration courses. Align courses to high school academic pathways.

- Parent Training

Parent University - Trainings on Algebra I and Geometry strategies, Khan Academy and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- **Students**

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the "BUCs HOUSE RULES", and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school's dress code policy. Give my parent/guardian all notices and information received by me from the school.

- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings. Stay informed about my student's education and communicate with school. Volunteer or assist the school whenever possible.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Action Step: Classroom Instruction

Engage all students in rigorous differentiated, standards-based, and meaningful instruction.

Budget Total: \$225,195.00

Acct Description	Description								
Classroom Teacher	Classroom Intensive Reading teacher will provide classroom instruction for 6th-grade students who need additional reading support.								
Classroom Teacher	Math Classroom Teacher will provide classroom instruction for 6th-grade students who need additional math support								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will facilitate Extended Learning (Saturday School) Grades 6-8 Content Ares - Math 6-8, Science 8th, ELA 6-8, Civics 7th Start Date: January 2025 Target population: Student not meeting standards on PM 1 and PM 2	3	\$37.00	1	3	18	Certified	Original	\$5,994.00
	Certified teachers will facilitate Extended Learning (After-School) Grades 6-8 Start Date: January 2025 (Quarter 2) Math all grades - Benchmarks below threshold Language Arts - All grades - Benchmarks below the threshold Science 8 - 8th grade only, Benchmark	2	\$37.00	2	1	18	Certified	Original	\$2,664.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	below threshold Target - Students who are not meeting the standards								
	Amend 16- Increased 266 hours for afterschool tutorial for grades 6-8 Start Date: September (Quarter 1) Math, Language Arts, and Science to target students who are not meeting the standards. (BT 490464)	7	\$37.00	2	1	19	Certified	Amendment	\$9,842.00
Out-of-system Subs	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitutes Days for the Reading and the Math Classroom Teachers		2	\$16.00	7	6.5	1	Original	\$1,456.00
Extra Periods	(2) Extra Periods-Teachers (Math and ELA) will teach an additional period to provide double-down instruction for students who are performing below grade level in the specified content area. Grades 6-8. 2 teachers * \$4,500 = \$9,000								
Supplies	Item			Quantity	Rate	Supply Type		Type	Total
	Shipping			1	\$1.53	General Supplies		Original	\$1.53
	White Copy Paper, Case, Classroom copies			86	\$31.00	General Supplies		Original	\$2,666.00
	Color Copy Paper - Various Colors - reams			62	\$7.56	General Supplies		Original	\$468.72

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$482.25	General Supplies	Original	\$482.25
	Amend 16- Student Notebooks (BT 490464)	670	\$1.39	General Supplies	Amendment	\$931.30
	Amend 16- Shipping (BT 490464)	1	\$24.20	General Supplies	Amendment	\$24.20
Online subscription	Item		Quantity	Rate	Type	Total
	IXL - an interactive platform that provides supplemental support in Math for 350 students		1	\$4,600.00	Original	\$4,600.00
	Kami - an interactive platform that allows teachers and students to annotate existing documents, including scanned PDFs, provide meaningful feedback electronically, and enhance real-time assignments. The site license is for 1000 students.		1	\$3,500.00	Original	\$3,500.00
	Amend 16- Increased funds- IXL an interactive platform that provides supplemental support for ELA grades 6-8/350 (BT 490464)		1	\$4,500.00	Amendment	\$4,500.00
	Amend 16- JJ Boot Camp-intervention program that help students learn the concepts related to state standards for Science for 8th grade/100 (BT 490464)		1	\$2,000.00	Amendment	\$2,000.00

Action Step: Parent and Family Engagement

Empower parents and families to support their children’s intellectual and emotional development through parent trainings and communication as well as develop community partnerships.

Budget Total: \$6,223.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Amend 16- Writing utensils- Pens, Markers, Pencils (BT 490464)	201	\$3.50	General Supplies	Amendment	\$703.50
	Amend 16- Notebooks (BT 490464)	205	\$2.17	General Supplies	Amendment	\$444.85
	Amend 16- Colored and white copy paper (BT 490464)	58	\$35.00	General Supplies	Amendment	\$2,030.00
	Amend 16- Manila and pocket folders (BT 490464)	10	\$8.00	General Supplies	Amendment	\$80.00
	Amend 16- Shipping (BT 490464)	1	\$2.00	General Supplies	Amendment	\$2.00
	Amend 16- Chart paper (BT 490464)	47	\$27.25	General Supplies	Amendment	\$1,280.75
	Amend 16- Alcohol, Drugs, and Tabaco Parents Rack Card Display Package (Woodburn Press)- BT 490464	3	\$198.95	Program Supplies	Amendment	\$596.85
	Amend 16- Stick notes (pack of 24)- BT 490464	27	\$18.10	General	Amendment	\$488.70

Acct Description	Description									
	Item	Quantity			Rate		Supply Type		Type	Total
							Supplies			
	Amend 16- Bullying Pamphlet Display Package (Woodburn Press)- BT 490464	3			\$198.95		Program Supplies		Amendment	\$596.85
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Temp Parent Liasion - Call parents after regarding truancy, out of school suspension, and not completing classroom assignments	1	\$15.00	5	2	37	Non-Certified	Original	\$5,550.00	
	Amend 16- Collapsed parent support- Temp Parent Liaison position 10108034 (BT 490464)	-1	\$15.00	5	2	37	Non-Certified	Amendment	-\$5,550.00	

Action Step: Professional Development

Conduct ongoing professional development opportunities that will build capacity for teachers in curriculum, support the implementation of best practices, utilize data to drive instruction, and plan and implement professional development activities.

Budget Total: \$182,352.00

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Avid Summer Institute Orlando June 2025 (3 day conference) Staff will learn strategies to support and sustain the AVID curriculum 3(registration \$995, Transportation \$150, Lodging \$800, Per Diem \$117)	1	\$6,186.00	Original	\$6,186.00
	Amend 16- Removed AVID Summer Institute (BT 490464)	-1	\$6,186.00	Amendment	-\$6,186.00
Travel out-of-state	Item	Quantity	Rate	Type	Total
	The National Association of Elementary Principals (K-8) Conference is designed to provide tools, best practices, and networking opportunities for K - 8 leaders. Dates July 15-17, 2024 in Tennessee 6(Registration \$995, Transportation \$300, Lodging \$800, Per Diem \$117) Admin Team will attend.	6	\$2,212.00	Original	\$13,272.00
	Amend 16- Removed Out-of-State Travel (BT 490464)	-6	\$2,212.00	Amendment	-\$13,272.00
Single School Culture Coordinator	Single School Culture Coordinator will provide instructional support, coaching, and SLL to TMS Faculty and Students.				
Tch Res Staff Development	PD Resource Teacher will provide schoolwide support to all content area teachers to improve instructional practices during PLC meetings and on professional development days. The PD Resource teacher will also support new teachers as an extension of the ESP program.				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The staff at Tradewinds Middle School is committed to providing a safe, positive, and inclusive learning environment that fosters students' academic, emotional, and social success. Through effective teamwork, high expectations, and character development, administration, teachers, parents, and community members will provide ALL students access to rigorous and equitable learning opportunities while preparing middle school students for the transition to high school and beyond.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Chris Schroeder	Principal
Allison deGregory	Assistant Principal/Title I Contact
Jeanice Brown	Learning Team Facilitator
Carol Mercado	ESOL Coordinator
Kevin Richer	Dean/SAC Chairperson
Kelly Miranda	Parent
Chianti Cartwright	Assistant Principal
Eleni Spanos	Assistant Principal
Gardy Armand	Parent
Ajuero Yislenis	Parent
Iris Vallecillo	Parent
Ruthann Bruce	School Counselor

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members were selected based on their position within the school and contact with community. Faculty was asked to provide input and parents and families were invited to attend input meeting through ParentLink call-outs and emails, social media, and school website posting.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders attended CNA meeting in March 2025, discussing the three components of a school-wide program that are essential to effective implementation: a) Conduct and prepare a comprehensive needs assessment of the entire school, b) Annually reviewing the school-wide plan. Stakeholders will also review and make suggestions to the Parent-School compact.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders discussed the needs based on information shared during the input meeting. It was decided to use funds to hire a part-time parent liaison, postage to mail newsletter and supplies to support parent trainings.

Name	Title
Chris Schroeder	Principal
Allison deGregory	Assistant Principal/Title I Contact
Jeanice Brown	Learning Team Facilitator
Chianti Cartwright	Assistant Principal
Eleni Spanos	Assistant Principal
Carol Mercado	ESOL Coordinator
Kevin Richer	Dean/SAC Chairperson

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 11, 2024 at 5pm, school Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified via Parent link call-out and emails and flyer. Meeting information will also be posted on the School's website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Title I Annual Meeting PowerPoint, Copy of FY25 School-Parent Compact, FY25 Parent and Family Engagement Plan (PFEP) Sign-in, meeting minutes, SAC meeting calendar, parent trainings schedule, evaluation.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Differentiated Instruction for Parents

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will provide strategies to parents regarding differentiated instruction to support their students beyond the school day.

- What is the expected impact of this training on family engagement?

The training will provide teachers with a better understanding of differentiated instruction and how to utilize different strategies when communication and collaboration with parents.

- What will teachers submit as evidence of implementation?

Exit Slips: How will you involve parents with using differentiated instruction with students beyond the school day.

- Month of Training

August 2024

- Responsible Person(s)

Administration

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Data Chats with parents

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will provide parents with strategies for using student data to support their children's academics beyond the school day.

- What is the expected impact of this training on family engagement?

The training will provide teachers with resources and strategies to effectively communicate with parents regarding students' academic progress.

- What will teachers submit as evidence of implementation?

Exit Slips: How will you involve parents with using data to support students beyond the school day.

- Month of Training

October 2024

- Responsible Person(s)

Administration

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Differentiated Instructional Strategies

- What specific strategy, skill or program will parents learn to implement with their children at home?

To educate parents about academic instructional strategies that will assist students with completing assignments at home.

- Describe the interactive hands-on component of the training.

Parents will participate in instructional games focused on various educational activities that support students beyond the school day.

- What is the expected impact of this training on student achievement?

Students can learn fundamental skills and responsibilities that can help increase learning skills they learn at school with the assistance of their parents and guidance.

- Date of Training

October 9, 2024

- Responsible Person(s)

Administration

- Resources and Materials

Agenda, sign-in, presentation documents.

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding Student Information System (SIS)

- What specific strategy, skill or program will parents learn to implement with their children at home?

Provide hands-on practice for parents to navigate the Student Information System (SIS) and monitor their students' academic progress.

- Describe the interactive hands-on component of the training.

Parents and guardians will learn strategies for navigating SIS to increase their involvement in their children's academic journey outside of school hours.

- What is the expected impact of this training on student achievement?

Students can enhance their learning skills and monitor their academic progress with parental guidance, by improving their academic performance and responsibilities.

- Date of Training

January 15, 2025

- Responsible Person(s)

Administration

- Resources and Materials

Agenda, sign-in, computers and presentation documents.

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provides translation services, as well as social services for new immigrant and bilingual families. Provides native language counseling and evaluations.

- Based on the description list the documentation you will provide to showcase this partnership.

Translated documents, social services logs, CLF schedules

- Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

T-Mobile/Sprint

- Describe how agency/organization supports families.

Providing families with Hotspot devices to assist in increasing internet access for distance learning.

- Based on the description list the documentation you will provide to showcase this partnership.

Screen shot of parent information; list of families with hotspot devices.

- Frequency

Ongoing

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Comcast

- Describe how agency/organization supports families.

Providing families with free internet access for distance learning.

- Based on the description list the documentation you will provide to showcase this partnership.

Screen shots of parent information to sign up for access.

- Frequency

Ongoing

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents and families will be provided information about tutoring, parent/family meetings and training, SAC meetings, and Parents' Right to Know in various languages through Call-outs and emails, ParentLink, the school's website, emails, Twitter, and flyers.

- List evidence that you will upload based on your description.

Transcripts from ParentLink emails, School-Parent Compact and PFEP Summary.

- Description

Parents will be informed during Open House, parent/teacher conferences, parent meetings, SAC meetings, parent trainings.

- List evidence that you will upload based on your description.

Open house presentation, progress reports, parent/teacher conference notes.

- Description

Parents will be informed during Open House, SAC meeting, parent trainings and Parent Link call-outs.

- List evidence that you will upload based on your description.

Title I Annual Meeting, parent-teacher conferences and progress reports.

- Description

Parents will be informed about these opportunities during all SAC meetings, parent trainings, parent/teacher conferences, stakeholder meetings and Title I Annual Meeting.

- List evidence that you will upload based on your description.

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets and parent-teacher conference notes..

- Description

Parent Meetings and training will be available in-person and virtually to accommodate parent schedules. The times for in-person meetings can be scheduled based on parent availability. IEP/LEP meetings at times convenient to families.

- List evidence that you will upload based on your description.

Parent-teacher conferences, IEP meetings and ParentLink emails.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Translation of all communication, interpreters during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

- List evidence that you will upload based on your description.

Translated compacts, PFEP summaries and flyers.

- Description

ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings.

- List evidence that you will upload based on your description.

Photos of handicapped parking, ramps and elevator.

- Description

Welcome packet of information for new families, home visits as needed, share information about available services through Migrant Education Program.

- List evidence that you will upload based on your description.

School staff referrals to Migrant Department, flyers of services offered and translated letters.

- **Description**

Welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and McKinney-Vento program flyer.

- **List evidence that you will upload based on your description.**

Notes on services, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who advocates for and challenges the student to keep education salient. Mental Health Programs: Guidance counselors provide individual support for students in need and refer students to Chrysalis, Youth Service Bureau, and Listen to Children. Anti-bullying program from District is implemented, and counselors provide mediation either individually or as a group. Counseling Support: Our grade level counselors and Behavior Health Professional (BHP) conduct classroom visits to inform students of available support groups. Our Behavior Health Professional (BHP) conducts a Group Counseling Program on campus that meets with students weekly and tracks their behavioral and mental health. Students participated in the Suite 360 program, which covered various topics, including mental and emotional health. School-wide Positive Behavior: Our SPB team leader is our Dean of Students and several faculty and staff members. Systems are in place to encourage, track, and reward positive behavior. We have begun cultivating business partnerships with local businesses (e.g., McDonald's) to provide students with rewards for demonstrating positive, expected behaviors.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Tier 2 instruction entails more focused, targeted instruction, interventions, extensions, and supplemental supports provided to a small group of students who share common academic and/or behavioral needs, i.e., behavioral contract with incentives. Tier 2 - Small group push-in/pull-out instruction, morning and afternoon tutorial, Reading Plus, Khan Academy, and Reading Coach materials are used for students in Tier 2. Tier 3 is the most intensive instruction and intervention, based on the individual students' needs. Interventions consist of one-on-one research-based interventions. A dedicated reading teacher works closely with Tier 3 students to provide intense instruction and intervention. The School Based Team (SBT) maintains records of progress monitoring and moves students along Multi-tiered System of Supports (MTSS) as needed throughout the process. Students can be referred to Child Study Team based on the results of interventions.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Tradewinds Middle School offers various core instructional courses, including accelerated coursework and support remediation classes. Course offerings, as well as student placement, are data-based and individualized to fit students' needs. It is a part of the single school culture that we maximize instructional time for all students, including bell-to-bell instruction. Our academic expectations ensure that students are high school ready by offering high school credit courses such as Algebra 1 Honors, Geometry Honors, and Spanish 1 and Computer Fundamentals. Extended learning opportunities are available in the morning and after school—tutorials focusing on Language Arts, Math, Science, and Social Studies. Students also can enroll in various elective courses such as Physical Education, Band, Chorus, Digital Design, Journalism, Critical Thinking, Spanish, and Health Education. * Our performing arts programs consist of band and chorus. The courses provide a well-rounded experience with instructional and vocal opportunities. Students' performances include Veterans Day, Winterfest, and District competitions for band and chorus. * Pre-Culinary and Pre-Teacher Education are two choice programs offered at Tradewinds Middle. Pre-Culinary courses provide students with hands-on food preparation and food safety. Pre-Teacher Education provides students with in-depth knowledge of pre-adolescents and pre-teens. *Student Council is a student-based civic organization designed to help promote school spirit and leadership among students. Students participating in all levels of the Council will maintain a high standard of personal conduct. Students can participate in extra-curricular activities such as clubs and sports. Clubs include Junior National Honor Society, Yearbook, Young Women/Men of Excellence, book club, and Student Government Association (SGA). Intramural sports, i.e., girls/boys basketball, flag football, softball/baseball, and soccer.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Tradewinds we offer elective courses focused on college readiness that teach organizational and study skills. Students are also encouraged to enroll in accelerated coursework such as high school courses and CTE courses in preparation for high school and post-secondary learning. * Pre-Culinary and Pre-Teacher Education are two choice programs offered at Tradewinds Middle School. The Pre-Culinary course provides students with hands-on food preparation and food safety. Pre-Teacher Education provides students with in-depth knowledge of pre-adolescents and pre-teens. Students in both Choice programs have opportunities to engage in project-based learning and engage in real-life, job-based scenarios in the service industry and education fields. * Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. * CTE - Computer Technology Education: Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. Students can earn a certificate of completion when all requirements are completed.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

* Content area Professional Learning Communities (PLCs), * Peer Shadowing,* Co-Teaching occurs daily. Regional and district curriculum support includes professional development for Principal and teachers in science subject areas, Exceptional Student Education (ESE) co-teaching module, and English Language Learner (ELL) multi-cultural training. * Our Employee Support Program (ESP) program provides mentoring and peer observation programs using the Palm Beach model of Instruction. Online workshops are available through the Model of Instruction. Teachers engage in data chats and professional development opportunities after hours and on the weekends.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

* Recruitment * School administration attends district-wide job fairs in collaboration with HR and Region office. The school administration maintains open communication with other schools and regional offices to recruit suitable candidates. * Staff members with previous positions such as substitutes, student teachers, interim teachers, and other staff who have completed educational requirements are given the opportunity for permanent teaching positions. * Word of mouth and Social Media promotion of Tradewinds Middle. Retention * Grow our own - many teachers have the opportunity to participate in leadership activities such as team leaders, department leaders, and club sponsors. This initiative promotes on-site leadership growth and advancement. * Our sunshine committee allows teachers to build camaraderie and teamwork. Committee events consist of mini breakfast, pot lunches, and holiday events. This provides teachers with a sense of family connection with staff members. * Through collaborative planning and support from the academic coach and team leaders, teachers have a strong support system to ensure their success. Professional development is also available to all teachers through eLearning and school-offered opportunities. * Several opportunities are available to teachers to earn an extra salary, including tutoring, club/sports supplements, training attendance, and participating in parent engagement events.